Georgia Milestones Assessment

Alpharetta Elementary, Crabapple Crossing Elementary, Summit Hill Elementary, Sweet Apple Elementary
ARE YOU SMARTER THAN A 5TH GRADER
What is it?

The Georgia Milestones Assessment System (Georgia Milestones) is a comprehensive summative assessment program spanning grades 3 through high school.

Georgia Milestones measures how well students have learned the knowledge and skills outlined in the state-adopted content standards in English Language Arts, mathematics, science, and social studies.

Students in grades 3 through 8 take an end-of-grade assessment in English Language Arts and mathematics while students in grades 5 and 8 are also assessed in science and social studies. High school students take an end-of-course assessment for each of the ten courses designated by the State Board of Education.
Purpose of the Georgia Milestones

Provide information on how well students are mastering state adopted content standards

Provide students information about their own learning and readiness

Provide Parents information about their child’s learning and progress

Provide information that will assist in improving school and program effectiveness
Features of Georgia Milestones

• open-ended (constructed-response) items in language arts and mathematics (all grades and courses);
• a writing component (in response to passages read by students) at every grade level and course within the language arts assessment;
• norm-referenced items in all content areas and courses, to complement the criterion-referenced information and to provide a national comparison; and
• transition to online administration over time, with online administration considered the primary mode of administration
All students will encounter a constructed-response item allowing for narrative prose, in response to text, within the 1st or 2nd test section.
Georgia Milestones Video
# Test Administration Times

<table>
<thead>
<tr>
<th>Content Area/Course</th>
<th>Test Section(s)</th>
<th>Minimum Time Per Section(s)</th>
<th>Maximum Time Per Section(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts, Reading and Evidence-Based Writing</td>
<td>1</td>
<td>70</td>
<td>90</td>
</tr>
<tr>
<td>English Language Arts</td>
<td>2 and 3</td>
<td>60</td>
<td>75</td>
</tr>
<tr>
<td>Mathematics</td>
<td>1 and 2</td>
<td>60</td>
<td>85</td>
</tr>
<tr>
<td>Science</td>
<td>1 and 2</td>
<td>45</td>
<td>70</td>
</tr>
<tr>
<td>Social Studies</td>
<td>1 and 2</td>
<td>45</td>
<td>70</td>
</tr>
</tbody>
</table>

**Note:** These maximum time limits do not apply to those students who have the accommodation of extended time.

Examiners may NOT stop testing before the minimum time allowed per section.
<table>
<thead>
<tr>
<th>Subject</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA (Writing)</td>
<td>April 15</td>
</tr>
<tr>
<td>ELA Parts 1 and 2</td>
<td>April 16/April 17</td>
</tr>
<tr>
<td>Math Parts 1 and 2</td>
<td>April 18/April 19</td>
</tr>
<tr>
<td>Science Parts 1 and 2</td>
<td>April 22</td>
</tr>
<tr>
<td>Social Studies Parts 1 and 2</td>
<td>April 23</td>
</tr>
<tr>
<td>Makeup</td>
<td>April 24/April 25</td>
</tr>
</tbody>
</table>

*5th grade only*

*Rolling make ups throughout*
## 4th Grade Administration Dates

<table>
<thead>
<tr>
<th>Subject</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA (Writing)</td>
<td>May 6</td>
</tr>
<tr>
<td>ELA Parts 1 and 2</td>
<td>May 7/May 8</td>
</tr>
<tr>
<td>Math Parts 1 and 2</td>
<td>May 9/May 10</td>
</tr>
<tr>
<td>Makeup</td>
<td>May 13/May 14</td>
</tr>
</tbody>
</table>

*Rolling make ups throughout*
Understanding the Individual Score Reports & GMAS Levels of Proficiency
<table>
<thead>
<tr>
<th>Designation</th>
<th>Progression of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning</strong></td>
<td>Learners <strong>do not yet demonstrate proficiency</strong> in the knowledge and skills necessary at this grade level/course of learning, as specified in GA’s</td>
</tr>
<tr>
<td></td>
<td>content standards. The students <strong>need substantial academic support</strong> to be prepared for the next grade level/course or to be on track for college and career</td>
</tr>
<tr>
<td></td>
<td>readiness.</td>
</tr>
<tr>
<td><strong>Developing</strong></td>
<td>Learners <strong>demonstrate partial proficiency</strong> in the knowledge and skills necessary at this grade level/course of learning, as specified by GA’s</td>
</tr>
<tr>
<td></td>
<td>content standards. Students <strong>need additional academic support</strong> to ensure success in the next grade level/course and to be on track for college and career</td>
</tr>
<tr>
<td><strong>Proficient</strong></td>
<td>Learners <strong>demonstrate proficiency</strong> in the knowledge skills necessary at this grade level/course of learning, as specified in GA’s content standards.</td>
</tr>
<tr>
<td></td>
<td>The students are prepared for the next <strong>grade level/course</strong> and are on track for college and career readiness.</td>
</tr>
<tr>
<td><strong>Distinguished</strong></td>
<td>Learners <strong>demonstrate advanced proficiency</strong> in the knowledge and skills necessary at this grade level/course as specified by GA’s content standards. The</td>
</tr>
<tr>
<td></td>
<td>students are <strong>well prepared for the next grade level/course</strong> and are well prepared for college and career readiness.</td>
</tr>
</tbody>
</table>
Page 1 of student score report contains:

- Achievement levels for each content area
- Scale score for each content area
Page 3 (p.2 is blank) of the student score report contains ELA:

5. Achievement level and score

6. Performance in Reading and Vocabulary and performance in Writing and Language

7. Achievement level in comparison to the school, system, and state

8. Comparison to a national sample of students

9. Reading Lexile information and suggested reading titles
A Note About National Percentiles

- Each Georgia Milestones assessment includes a subset of 20 items from the TerraNova, a norm-referenced achievement test.

- This type of standardized assessment allows for the interpretation of the test score in relation to others of the same grade and age.

- All 20 TerraNova items contribute to a student’s norm-referenced score (National Percentile).

- Only those TerraNova items (10 or fewer items depending on the specific EOG assessment) that align to state content standards were actually included in the Milestone score.

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**Comparison to the School, System, and State**

The school, system, and state bar graphs reflect the mean scale score for the group.

<table>
<thead>
<tr>
<th>Achievement Levels</th>
<th>Student</th>
<th>School</th>
<th>System</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 4: Distinguished Learner</td>
<td></td>
<td>497</td>
<td>497</td>
<td>505</td>
</tr>
<tr>
<td>Scale Score Range: 560-720</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 3: Proficient Learner</td>
<td>517</td>
<td>497</td>
<td>497</td>
<td>505</td>
</tr>
<tr>
<td>Scale Score Range: 525-559</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 2: Developing Learner</td>
<td></td>
<td>497</td>
<td>497</td>
<td>505</td>
</tr>
<tr>
<td>Scale Score Range: 475-524</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 1: Beginning Learner</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scale Score Range: 295-474</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Comparison to a National Sample of Students**

<table>
<thead>
<tr>
<th>National Percentile</th>
<th>National Percentile Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>88</td>
<td>78-94</td>
</tr>
</tbody>
</table>

Your student's performance can be compared to other students nationally in Social Studies. A subset of items in the End-of-Grade assessment is from TerraNova, a nationally normed achievement test.

A national percentile of 88 means that your student performed as well or better than 88 percent of the national norming group. If the student were to take the test again, he or she would be expected to obtain a national percentile rank within the National Percentile Range.
5. Achievement level and score

6. Performance in content domains and recommendations for domain mastery: Remediate Learning, Monitor Learning, or Accelerate Learning

7. Achievement level in comparison to the school, system, and state

8. Comparison to a national sample of students
## EOG Scale Score Range

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Grade</th>
<th>Lowest Obtainable Scale Score (LOSS)</th>
<th>Developing Learner Cut Score</th>
<th>Proficient Learner Cut Score</th>
<th>Distinguished Learner Cut Score</th>
<th>Highest Obtainable Scale Score (HOSS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>3</td>
<td>180</td>
<td>475</td>
<td>525</td>
<td>581</td>
<td>830</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>210</td>
<td>475</td>
<td>525</td>
<td>574</td>
<td>775</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>210</td>
<td>475</td>
<td>525</td>
<td>587</td>
<td>760</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
<td>290</td>
<td>475</td>
<td>525</td>
<td>580</td>
<td>705</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>270</td>
<td>475</td>
<td>525</td>
<td>585</td>
<td>715</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>265</td>
<td>475</td>
<td>525</td>
<td>580</td>
<td>725</td>
</tr>
<tr>
<td>Science</td>
<td>5</td>
<td>160</td>
<td>475</td>
<td>525</td>
<td>595</td>
<td>780</td>
</tr>
<tr>
<td>Social Studies</td>
<td>5</td>
<td>290</td>
<td>475</td>
<td>525</td>
<td>555</td>
<td>665</td>
</tr>
</tbody>
</table>
What is an SGP?
Georgia Student Growth Model (GSGM) Report
Georgia Milestones End of Grade (EOG) / 2017-2018

This Georgia Student Growth Model (GSGM) Report provides information on your student’s academic progress during the 2017-2018 school year. This report provides you with Student Growth Percentiles (SGPs), which describe how much your student grew relative to academically-similar students—other students across Georgia with the same achievement score history.

SGPs range from 1 (lowest growth) to 99 (highest growth). For example, a 7th-grade mathematics SGP of 55 would mean that the student grew more than 55% of 7th-grade students with a similar history of mathematics achievement. SGPs take into consideration where your student started when describing how much growth he or she demonstrated. With SGPs, students of all achievement levels—low and high—have the opportunity to demonstrate all levels of growth.

Growth targets are the estimated levels of growth needed to attain each achievement level in the next year. For example, a Proficient Learner target of 52 means that a student would likely need to demonstrate 52nd percentile growth to become a Proficient Learner next year. The tri-color bar is an estimate of where this student may score next year based upon all possible levels of growth.

The interpretive guide below will assist you in understanding what all of the numbers, bars, colors, and arrows in this report mean. On the next page, you will find growth reports for your student by content area. We hope this student growth report provides you with an insightful way of understanding your student’s academic progress.

Visit gsgm.gadoe.org for more information.
How to interpret the report
Retention Criteria

- Students who receive Reading and Vocabulary domain designation of BELOW GRADE level are given the opportunity for remediation and retest in ELA.

- They will take two test sections which will consist of selected-response and technology-enhanced items. Extended writing will not be given for the retest.
Retention Criteria

- Students must achieve the DEVELOPING LEARNER achievement level to be considered eligible for promotion.

- Students who achieve the BEGINNING LEARNER are given the opportunity to remediate and retest.
Questions?

Please direct any questions regarding GA Milestones EOG Assessment or Curriculum to:

- **Alpharetta Elementary**
  - Cathy Crawford, AP crawfordce@fultonschools.org
  - Cheryl Lico, CST licoc@fultonschools.org
- **Crabapple Crossing Elementary**
  - Denise Haltrecht, AP Haltrecht@fultonschools.org
  - Melanie Moore, CST moorem@fultonschools.org
- **Summit Hill Elementary**
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  - Melissa Herring, CST herring@fultonschools.org
- **Sweet Apple Elementary**
  - Karin Alhadeff, AP alhadeffk@fultonschools.org
  - Jodi Bassett, AA bassettj@fultonschools.org
  - Barbara Bell, CST bellb@fultonschools.org
Parent Resources and Healthy Testing Tips

Alpharetta Elementary, Crabapple Crossing Elementary, Summit Hill Elementary, Sweet Apple Elementary
Parent Resources

Georgia Milestones
Assessment System
http://www.gadoe.org/Pages/Home.aspx
# Test Construction for the EOG

<table>
<thead>
<tr>
<th>Content Area and Number of Sections</th>
<th>Selected Response</th>
<th>Constructed Response</th>
<th>Extended Constructed Response</th>
<th>Extended Writing Response</th>
<th>Technology Enhanced Evidence-Based/Multiple Part Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (3)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Mathematics (2)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Science (2)</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>✓*</td>
</tr>
<tr>
<td>Social Studies (2)</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>✓*</td>
</tr>
</tbody>
</table>

*Field Test Slots
Selected-response items

• Also called multiple-choice questions
• English Language Arts (ELA) and Mathematics
• There is a question, problem, or statement that is followed by four answer choices.
• There is only ONE right answer, so read EACH answer choice carefully.
• Start by eliminating the answers that you know are wrong.
• Then look for the answer that is the BEST choice.
Technology-enhanced items

★ --also called multiple-select or two-part questions

• English Language Arts (ELA) and Mathematics
• There is a question, problem, or statement.
• In a multiple-select question, you will be asked to select more than one right answer.
• In evidence-based selected-response (EBSR) questions, you will be asked to answer the first part of the question. Then, you will answer the second part of the question based on how you answered the first part.
• Read the directions for each question carefully.
• Start by eliminating the answers you know are wrong.
**Constructed-response items**

- English Language Arts (ELA) and Mathematics
- There is a question, problem, or statement but no answer choices.
- You have to write your answer or work out a problem.
- Read the question carefully and think about what you are asked to do.
- In English Language Arts (ELA), go back to the passage to look for details and information.
- You will be scored on accuracy and how well you support your answer with evidence.
Extended constructed-response items

- English Language Arts (ELA) and Mathematics
- These are similar to the constructed-response items.
- Sometimes they have more than one part, or they require a longer answer.
- Check that you have answered all parts of the question.
Extended writing-response

• English Language Arts (ELA) only
• There is a question, problem, or statement.
• You may be asked to do more than one thing.
• You will be asked to read two passages and then write an essay.
• You will be scored on how well you answer the question and the quality of your writing.
• Organize your ideas clearly.
• Use correct grammar, punctuation, and spelling.
• Support your answer with evidence from the text.
How are we preparing our teachers and students for these assessments?

- provide teachers with sample assessment items
- model lessons that integrate reading and writing and cover multiple standards (Write Score Assessments are an example)
- provide examples of complex texts (variety of literary, informational, and digital texts) and assist teachers with selection of these texts
- model close reading strategies, text analysis strategies, and text-dependent questioning
- assist teachers with planning units and lessons that integrate reading and writing
- Georgia DOE Electronic Resources
How do we prepare students for the online writing assessments?

• provide opportunities to type on computers in and out of class (learning.com on launch pad)
• keyboarding skills
• student and parent awareness
• access to computers
GMAS ONLINE TESTING PRACTICE

• Handout provided
  ➢ http://gaexperienceonline.com/
  ➢ Online Tools training under EOG Spring Main (top right)
  ➢ EOG Test Practice
  ➢ Standard Online Tools
  ➢ Grades 3 - 5
Opportunities to “write” on computers

• writing station during literacy stations at the computers (laptops, iPads, etc.)
• collaborative group responses typed on computers
• in-class assignments and responses
• allow students to type homework assignments on computers at home as an option
• computer lab time used to practice typing, blog, etc.
Keyboarding Skills

Resources to help teach students keyboarding skills:

• **Learning.com** [https://launchpad.classlink.com/fcs](https://launchpad.classlink.com/fcs)  
  (student id and birthdate – ie. 08152019)

• **Dance Mat**  
  Typing: [http://www.bbc.co.ukguides/z3c6tfr](http://www.bbc.co.uk/guides/z3c6tfr)

• **Typing Web**: [www.typingweb.com](http://www.typingweb.com)
Additional Websites

- Mackinvia (reading)  [www.fulton.mackinvia.com](http://www.fulton.mackinvia.com)
- Lexile.com (check level)  [www.lexile.com](http://www.lexile.com)
- Georgia Standards  [www.georgiastandards.org](http://www.georgiastandards.org)
- Free Ebooks  [www.openebooks.net](http://www.openebooks.net)
- Books K-8  [www.bookadventure.com](http://www.bookadventure.com)
-  [www.powermylearning.org](http://www.powermylearning.org)
-  [www.wonderopolis.org](http://www.wonderopolis.org)
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